

Part B SPP/APR Improvement Activities Evaluation Action Plan

Indicator 14 – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Improvement Activity	Timeline	Staff Responsible	Action Plan	Action Plan	
				Timeline	Status
14.1 Provide targeted technical assistance to districts identified as not meeting or in danger of not meeting state targets based on evaluation of data provided by DESE in order to improve performance on this indicator. See 1.	2005/06-2010/11	G) Data Director H) Data Planner HH) RPDC Improvement Consultant II) RPDC Compliance Consultant N) EP Assistant Director	1. 1. Create data reports (banded data, summary of met/not met by region and district. (G, H) 2. 2. Disseminate information to Division staff, Regional Professional Development Consultants and Directors. (G,H) 3. 3. Review and analyze the RPDC consultant logs for types and amounts of professional development and technical assistance for districts who do not meet the state targets. (N) 4. Analyze state, regional, and district performance to determine progress from the previous year as well as to evaluate the impact of the RPDC Consultants PD and TA (G,N)	1. <i>Annually based on when data is available for the indicator</i> 2. <i>At next RPDC meeting</i> 3. <i>Monthly</i> 4. <i>Annually</i>	Active
			<u>Evaluation of Impact</u> Evaluation of Indicator Data		
14.2 Provide information on evidence based practices and strategies for improving performance on this indicator	2005/06-2010/11	P) EP Supervisor responsible for MORE	1. Collect/Evaluate/Analyze, Post and Update evidence based strategies and practices to the MORE site from a broad, nationwide perspective. (P) 2. Collect/Evaluate/Analyze information on evidence based strategies and practices that are Missouri specific. (P) 3. Collect/Evaluate/Analyze information on Missouri specific evidence based strategies and practices submitted by the DESE staff and RPDC consultants (P)	Ongoing	Active

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			<p>4. Provide Missouri specific information by category to the NCRRC for quarterly posting. (P)</p> <p>5. Develop and add appropriate definitions to strategic sections of the MORE site for clarification. (P)</p> <p>6. Develop strategies for MORE site search engine optimization. (P)</p> <p>7. Manage/Support appropriate search engine optimization changes when approved by the DESE. (P)</p> <p>8. Develop methods to make the MORE site more user friendly. (P)</p> <p>5. Develop a plan to increase the visibility and use of the MORE site (P)</p>		
			<p><u>Evaluation of Impact</u> Size and quality of the MORE data base increases. The usage numbers for the MORE site increase</p>	<i>Quarterly 2010-11</i>	
14.3 Recruit and Develop models on success in post secondary transition to improve programs and services for students in MO using established criteria	2005/06-2010/11	<p>N) EP Assistant Director</p> <p>W) KU Transition Coalition</p>	<p>1. Using existing application and selection process, recruit and select districts that demonstrate evidence of a model of for this indicator (W)</p> <p>2. Send message to Missouri districts to solicit applications (N)</p> <p>3. Review applications and make selections. (W)</p>	<p>1. <i>Sept -Annually</i></p> <p>2. <i>Sept -Annually</i></p> <p>3. <i>October-Annually</i></p>	<i>Active</i>

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			<div>4. Send letters to selected districts (W)</div> <div>5. Develop a marketing plan to disseminate information on models of success. (N,W)</div> <div>6. KU Contract (W)</div>	<div>4. <i>November-Annually</i></div> <div>5. <i>July 2010</i></div> <div>6. <i>July 2010 – June 2011</i></div>	
			<div><u>Evaluation of Impact</u></div> <div><ul style="list-style-type: none">• Increase in the number of Models and indicated in they had direct contacts with other districts.• Survey districts who contacted models to determine if/how using information.</div>		